



Principle 2



Trainer's Script

Instructions, Materials, Equipment

EQUIPMENT and MATERIALS



Computer with PowerPoint (PPT) or Overhead projector and screen



Transparencies R2-1 to R2-12 or Reading PPT

Optional:
blank transparencies and pens



Handouts R-10 to R-16



VHS video player and TV/monitor for Video
ECR 3-5 Reading Module

HOW TO USE THIS GUIDE

Symbols shown above will appear in the left column of the Trainer's Script when an indicated item should be used.

Trainer Actions also appear in the left column.

Text in the right column of the Trainer's Script provides the content to share with participants.

TRAINER NOTES

Training Time Total: 7 hours and 30 minutes (approximate)

- Principle 1: approximately 3 hours
- **Principle 2: approximately 1 hour**
- Principle 3: approximately 3 hours

Prepare...

One extra copy of *Handout R-14: Practice/Reflection Log*, and one extra copy of *Handout R-15: Peer Practice Observation Notes*

Two copies of role-play script from Supplemental Trainer Materials: one copy for trainer and one copy for co-trainer or participant volunteer to use

Participants need to bring...

- One book from Principle 1
- *Handout R-6: Practice/Reflection Log*
- *Handout R-7: Peer Practice Observation Notes*

Role-Play or Video Example

Practice the story retell role-play from the Supplemental Trainer Materials. Arrange for a co-trainer or participant to practice the role-play with you before the training session begins.

Homework Assignments

The homework review is the beginning activity for Principle 2. It may not be appropriate to conduct the homework review if there has not been a break of more than one week between training for Principles 1 and 2. In this case, please conduct the homework review at a later time.

Homework Review

Collect and review participants' *Practice/Reflection Logs* using the checklist in the Supplemental Trainer Materials for Principle 1.

ACTIONS / MATERIALS



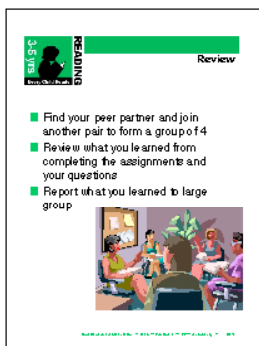
Display PPT or
Transparency
R2-1



Welcome participants



Display PPT or
Transparency
R2-2



After 10 minutes, call
the group together

TRAINER'S SCRIPT

Please find your peer partner and form a group of four with another pair. You will have 10 minutes to discuss your homework and Handout R-6.

Focus on what you learned from completing the homework assignments.

Select someone to be the reporter. At the end of 10 minutes, we'll ask you to report some things you learned to the large group.

ACTIONS / MATERIALS

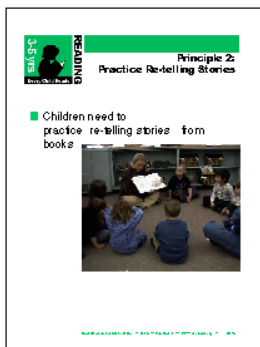
TRAINER'S SCRIPT



**Distribute
Handout R-10:
*Transparency
Notes:
Reading Module
Principle 2***



**Display PPT or
Transparency
R2-3**



Let's have each reporter share one thing their group learned from doing each of the homework assignments on Handout R-6.

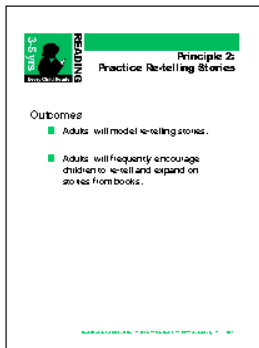
What were some of the questions you had about these strategies?

The second reading principle is:
children need to practice retelling stories from books.

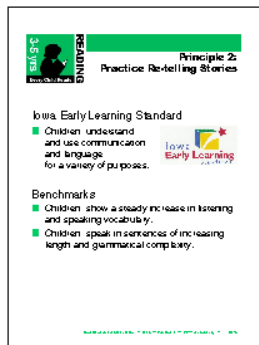
ACTIONS / MATERIALS



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Display PPT or Transparency R2-5



TRAINER'S SCRIPT

At the end of this principle, it is expected you will:

- Model retelling stories
- Frequently encourage children to retell and expand on stories from books

The Iowa Early Learning Standards include:

- Children understand and use communication and language for a variety of purposes.

The benchmarks for Reading Module Principle 2 are:

- Children show a steady increase in listening and speaking vocabulary.
- Children speak in sentences of increasing length and grammatical complexity.

In the Language Module, we discussed strategies for children to use telling personal stories. In this principle of the Reading Module, we want children to learn to retell stories that have been read to them.

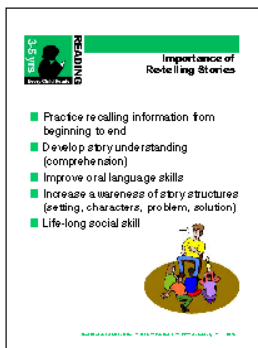
Research shows that children who have experiences hearing and retelling stories during the preschool years are better able to move from oral language to

ACTIONS / MATERIALS

TRAINER'S SCRIPT



Display PPT or Transparency R2-6



reading and writing skills. Story-retelling is one of the best predictors of a child's reading success. Also, research has shown that many preschoolers who performed poorly retelling a story continued to have language deficits and academic difficulties in school.

Story-retelling is important for children to practice. It helps children learn how to recall information from the beginning to the end.

Story retelling helps children

- develop story understanding (comprehension),
- improve oral language skills, and
- increase their awareness of story structures, such as naming the setting of the story, identifying the characters, the character's problem in the story, and the character's solution to the problem.

These are important skills for school success.



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How does a child develop story retelling skills?

As we discussed in the Language Module, children begin learning to retell stories by sharing their personal experiences, often guided by an adult's help. For example, after a child and parent have gone to McDonald's, the parent may guide the child in sharing the experience with a friend or other family member. The adult may say, "Tell Ann/Bill/mom/dad/grandma/grandpa where we ate today."

ACTIONS / MATERIALS

TRAINER'S SCRIPT

"Tell Ann/Bill/mom/dad/grandma/grandpa what you got at McDonald's."

Children develop story-retelling skills by listening to adults share information about a book or something they read in a newspaper or magazine. Adults share many stories every day. Usually, little ears overhear these stories shared throughout the day.

In addition, if we ask them to, children learn to retell stories from books that have been read to them. The more opportunities children have to practice story retelling, the more opportunities they have to improve their skills.



**Distribute
Handout R-11:
*Stages of
Retelling and
Reading Stories***

Retelling a story may not be easy for children, even though they have heard countless stories from many adults.

Developmentally, children begin retelling stories by using only a few words. Eventually, they expand to using many words and sentences.

Also, retelling skills depend on the background experiences of the child.

If a child has held a puppy, he or she will have many more things to tell than if s/he has only been shown a picture.

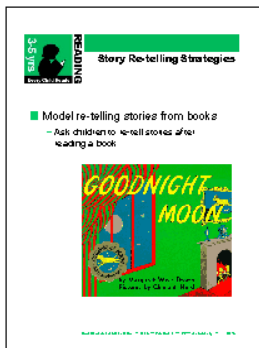
Here is a developmental sequence for story retelling: tell a partner how it feels to hold a puppy.

ACTIONS / MATERIALS

TRAINER'S SCRIPT



Display PPT or Transparency R2-8



Now, the other partner gets to describe how it feels to walk on the moon.

Puppies are warm and soft. They wiggle, and they lick your face. Describing a walk on the moon is more difficult. We would use different words to describe this experience than Neil Armstrong.

Two strategies adults may use to encourage children to retell stories include:

- 1) Model retelling stories from books that have short stories!
- 2) Ask children to retell a story from a book. It is important to encourage children to retell stories as often as possible.



Display PPT or Transparency R2-9



In the video I'll show you next, teachers model story retelling, and children perform story retelling activities.

Look for different examples of story retelling using pictures, props, prompts, books, individuals, and groups.

A prompt is what the teacher says or does if the child gets stuck or can't continue retelling the story. Prompts are used only when necessary.

Please take notes on what you observe.

ACTIONS / MATERIALS



Show video
segment
*ECR 3-5
Reading Module:
Story Re-tell*



Distribute
Handout R-12:
*Activities to
Encourage
Children to
Re-tell Stories*

TRAINER'S SCRIPT

What were some examples of story retelling activities that children engaged in?
How did the teacher provide support for children retelling the story?
What prompts did the teacher use?

Children can be encouraged to retell stories using many fun activities. Some are outlined in this handout.
Young children ages 3, 4, and 5 will enjoy using pictures, dress-up clothes, or puppets to retell stories. However, as children mature, fewer props or cues from adults will be needed to retell stories.

I'm sure everyone is familiar with using **flannel boards** for story retelling. Providing children with cut-out characters and meaningful objects is an easy way to help children sequence the story events. Some children may need to watch and

...continued...

ACTIONS / MATERIALS

TRAINER'S SCRIPT

listen as the adult models the story. Other children will be able to select cut-outs and tell the story on their own.

Dramatic play or dress-up with a few props is a fun way to practice retelling stories.

'Pretend story' retelling is similar to dramatic play, but children may use puppets, dolls, or masks to retell stories. Public libraries often have books or magazines with ideas for making puppets and masks, so check out those resources.

Having a **storyteller chair** is another way for children to share stories and encourage children to practice story retelling. Adults need to model sharing their own reading experiences by sitting in the storyteller chair. Personal story telling and retelling stories from books can both be shared in the storyteller chair.

Although young children may not be able to read the words in a book, they can certainly retell the story using the pictures. Let **children read stories** to adults or other children. A center may be set up where children take turns reading stories to each other.

Another interesting way to get children to practice retelling stories is to let them **dictate a story** about a picture they have drawn after they have read a book. The adult may write the sentences dictated

ACTIONS / MATERIALS

TRAINER'S SCRIPT

by the child on the same paper, attach a separate piece of paper, or use sticky notes.

Children may **pretend to be authors and illustrators** and write other chapters to books that have been read to them. These great accomplishments should be posted on the walls for everyone to enjoy and, especially, shared at group time!

A mural can be created on the wall showing the sequence of events from a story read aloud. Children may help make the pictures for the mural and use it to retell the story to parents.

What other activities have you used to help children retell stories from books or from personal experiences?

While it is fine for children to retell stories with props and cues, it is important for adults to encourage story retelling, every once in a while, on the child's own.

Retelling stories on the child's own lets adults know the child's level of understanding the story, skills at sequencing story events, and recall of meaningful information from the story.

Story retelling can be set up in centers with one child retelling stories to another child, to a teacher, a volunteer grandparent, or an older child.

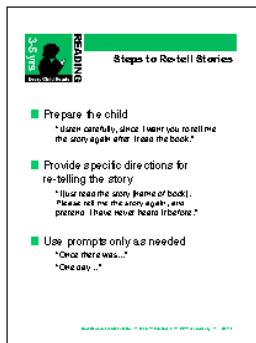
ACTIONS / MATERIALS



**Distribute
Handout R-13:
*Suggestions to
Help Children
Retell Stories
from Books*
— All by
Themselves**



**Display PPT or
Transparency
R2-10**



TRAINER'S SCRIPT

During the training of the Language Module, you learned strategies for encouraging children to tell their own personal stories. This handout is a review of those strategies, plus strategies to encourage story-retell after reading books.

If an adult wants a child to retell a story the child has heard from a book, the adult needs to prepare the child *before* reading the story.

Before reading the story aloud, you'll need to tell the child,

"Listen carefully since I want you to tell me this story again after I finish reading the book."

This prepares the child to listen.

If you want the child to share as much information as possible about the story, you'll need to set the stage.

Children will share less information and fewer details if the adult has heard the story or has just read the book aloud. Children know you both share the same knowledge since you just told or read the story yourself.

ACTIONS / MATERIALS

TRAINER'S SCRIPT

Tell the child to pretend you haven't heard the story, and they will share more information with you. You might use these directions:

"I just read the story (name of book). Please tell me the story again and pretend I have never heard it before."

If a child is having difficulty starting the story, you could say:

"Once there was..." or "One day..."

If a child forgets a part, you could say the last word or phrase the child said to get him or her started retelling the story again.

"...and the big bad wolf said..."

Use prompts only when needed. Be sure to wait at least 5 seconds before you give a prompt.

Remember, in the Language Module, we discussed that it takes a while for children to formulate their thoughts and then respond.

Let me model an example of a child retelling a story by him/herself.



Trainer's Script

ACTIONS / MATERIALS

Refer to Supplemental Trainer Materials for story retelling script

If you are training with a co-trainer, role-play the story retelling script with them. Otherwise, ask a participant to be the child, and role-play retelling the story *Goodnight Moon*.

For a second demonstration, use *Bread, Bread, Bread*, script from Supplemental Trainer Materials

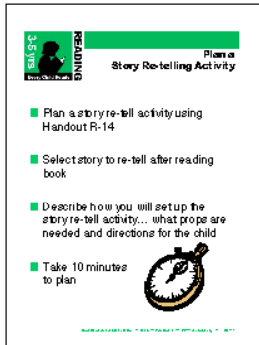
TRAINER'S SCRIPT

Questions or comments about children retelling stories by themselves?

ACTIONS / MATERIALS



**Display PPT or
Transparency
R2-11**



**Distribute
Handout R-14:
*Practice/
Reflection Log:
Story Retelling***

TRAINER'S SCRIPT

Now, let's take time for you to plan a story retelling activity.

Have a child retell a story from a book you read.

As an example, after reading the book *Goodnight Moon*, you may have the child retell this story.

Write how you will set up the story retell activity in the right column on Handout R-14. Work with your peer partner.

You may refer to the example provided in the handout on page 3.

Take 10 minutes to develop one lesson.



Trainer's Script

ACTIONS / MATERIALS

After 10 minutes, call the group together

While participants plan lessons, circulate around the room and listen to what they say. If you think a strategy being used incorrectly or being left out, do a second demonstration using *Bread, Bread, Bread* from the Supplemental Trainer Materials.

While participants role-play, circulate around the room. Listen to what they say and watch what they do. If you hear or see a strategy being used incorrectly or being left out, do a second demonstration using *Bread, Bread, Bread* from the Supplemental Trainer Materials.

TRAINER'S SCRIPT

Now, take 3 minutes and role play your plan with your peer partner.

ACTIONS / MATERIALS

After 3 minutes, call the group together

After 3 minutes, call the group together



**Distribute
Handout R-15:
*Peer Practice
Observation
Notes***

TRAINER'S SCRIPT

Questions or comments about planning or role-playing your story retelling activity?

Let's reverse roles. Take 10 minutes to develop your peer partner's lesson, using the same process.

Now, take 3 minutes to role-play your plan with your peer partner.

Questions or comments about planning or role-playing your story retelling activities?

ACTIONS / MATERIALS



**Distribute
Handout R-16:
*Possible
Questions to
Ask During a
Peer Practice
Planning
Session***



**Distribute
EXTRA COPY
Handout R-14:
*Practice/
Reflection Log:
Story Retelling***

AND

**EXTRA COPY
Handout R-15:
*Peer Practice
Observation
Notes***

TRAINER'S SCRIPT

You already have one plan written for practicing a story retelling activity. Meet with your partner to set times and dates when you can observe each other practicing the story retelling activity you planned. Write this date in the *Date Observed* space (top left side of form) on Handout R-14 as a reminder.

Please set times and dates when you can meet with your peer partner to plan and observe your next story retelling activity.

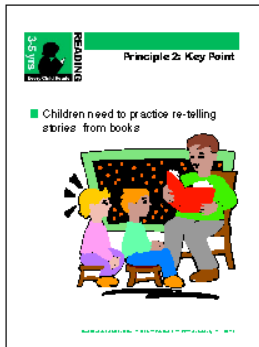
Please bring both plans from Handout R-13 to our next session on _____ (date/time). We will discuss your plans in class and I'll collect them.

Questions about the assignments?

ACTIONS / MATERIALS



Display PPT or
Transparency
R2-12



TRAINER'S SCRIPT

In conclusion, the main idea of Principle 2 is to give children time and opportunities to retell stories from books.

The next time a child says to you, "Ya know the story about the three bears?," seriously take time and say, "No, what can you tell me?"